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ABSTRACT

This report represents the work of a national task force on youth employment policy convened to identify and address the basic educational issues generated by the Youth Employment and Demonstration Projects Act (YEDPA), part of the Comprehensive Employment and Training Act (CETA). It is organized around the broad problem areas of concern to the group, representatives from education associations and federal agencies. Major topics are (1) educational credit for work experience; (2) governance issues; (3) career guidance and counseling; (4) program development for special populations; (5) school facilities, personnel, and public service employment; and (6) private sector, manpower, and education agencies. Priorities are assigned to the issues raised, and then the task force's recommendations are made for the federal, state, and local levels. The recommendations could be summarized as need for collaboration at all levels between education, employment, and training agencies; program assessment and identification of exemplary programs; and technical assistance to both existing and potential programs. Information in the appendices, amounting to one-half of the report, includes a list of task force members, program fact sheets on CETA and YEDPA, and charts addressing the six major concerns which give problem statements and suggested responses at the federal, national association, state, and local agency levels. (YLB)

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CETA/YEDPA

EDUCATION POLICY

ISSUES AND RECOMMENDATIONS

A NASBE REPORT

CE 023 161

NATIONAL ASSOCIATION OF STATE BOARDS OF EDUCATION

Washington, D.C.

1979

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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FOREWORD

In 1978, with a grant from the Ford Foundation, the National Association of State Boards of Education (NASBE) conducted a study into the implications for the public school system of the newly-passed Youth Employment and Demonstration Projects Act (YEDPA). This legislation is part of the amended Comprehensive Employment and Training Act (CETA) and as such, its passage made the federal funding of jobs and job training relevant to public school students. YEDPA also signified an unprecedented involvement by the U.S. Department of Labor and the manpower system generally in the training of in-school youth.

The purpose for NASBE's project was to take a first step toward what the Association believes must eventually happen: collaboration between the education and manpower systems in planning and implementing job training policies and programs. The project consisted of three parts, beginning with the formation of an Advisory Committee on Youth Employment Policy to oversee the study. Second, visits were made to sites where exemplary collaboration between the two systems could be demonstrated. Third, a National Task Force on Youth Employment Policy was convened to identify and address the basic educational issues of CETA/YEDPA.

This report summarizes the concerns and recommendations of the Task Force (the list of members is included as an Appendix). The group convened at three all-day meetings in addition to their independent work on the issues. Within a framework of six broad problem categories, they listed the education issues generated by the legislation. They assigned priorities to the issues raised, and then suggested responses that need to be considered by the education and manpower communities working together at the national, state, and local levels.

In general, Task Force members were concerned about meeting the needs of the populations specified in the legislation, that available resources be used to the

fullest extent, and that comprehensive planning documents be either developed or consolidated at all levels -- federal, state, and local. More specifically, the recommendations of the group could be described as needs for the following:

1. collaboration at all levels between relevant education, and employment and training agencies;

2. assessment of existing programs, determination of their effectiveness, and identification of exemplary programs suitable for replication;

3. technical assistance to enhance the effectiveness of existing programs or to provide information to potential CETA/YEDPA service deliverers.

Detailed information is available on the other components of the project, and on its methodology. Interested persons are invited to contact the Association.

Anne Radford Court
Project Director

INTRODUCTION

The youth unemployment rate remains consistently high, at about three times the national average. This phenomenon is partly explained by cyclical fluctuations in the economy, but is also seen as a youth labor market, and school-to-work transition problem. In August 1977, the President signed the Youth Employment and Demonstration Projects Act ("YEDPA," P.L. 95-93) as a response to the employment and training needs of the Nation's youth. A funding level of $1 billion was authorized for a variety of programs and services for economically disadvantaged in-school and out-of-school youth. This legislation amended the $10 billion Comprehensive Employment and Training Act (CETA) of 1973, by expanding training opportunities and jobs for young people.

YEDPA is one of a series of legislative efforts to increase the employability of youth. In the sixties, the Manpower Development and Training Act (MDTA) provided training and allowances for youth, and the Economic Opportunity Act established the Neighborhood Youth Corps (NYC) and the Job Corps. NYC was designed to provide paid work experience for low-income unemployed young people while Job Corps centers offered remedial education, skills training and counseling services. In 1970, NYC was reorganized to emphasize skills training and supportive services in addition to work experience.

The enactment of CETA in 1973 replaced many of these categorical programs with a comprehensive approach to program development. The responsibility for developing programs and services was transferred from the federal to the state and local levels. The concept of CETA prime sponsors, i.e., governmental units with populations of 100,000 or more, provided flexibility so that programs could be designed to meet specific state and local needs. (A brief description of CETA titles is given in the Appendix.)

In fiscal year 1977, two million youth participated in CETA programs. The YEDPA amendments added about 200,000 new jobs and training opportunities for young people. The legislation emphasizes improving the employability of a young person through career exploration, counseling services and academic tutoring, in addition to work experience or on-the-job training.

The law also mandates that 22% of the money assigned to CETA prime sponsors through the largest of the four YEDPA titles--the Youth Employment and Training Program (YETP)--shall be used for in-school youth through an agreement between the local education agency (LEA) and the CETA prime sponsor. Data gathered by NASBE in 1978 indicated that some areas had agreed to allocate between 28-48% of these funds to in-school youth problems. In these cases, the secondary school system was receiving between $192,000 and $1.5 million in addition to its regular budget, enabling the schools to provide wages and training allowances for a greater number of economically disadvantaged students. (A brief description of YEDPA is given in the Appendix.)

The CETA/YEDPA provisions for youth, and in particular the new mandated benefits for low-income students, have drawn attention to the need for coordination between the education and manpower systems, and to potential balance-of-power problems as federal dollars enter the school system from a non-education agency (the CETA prime sponsor). NASBE's project was designed to address these issues. The Association convened a National Advisory Committee and a National Task Force on Youth Employment Policy, composed of representatives from the education community, to discuss the legislation and its implications for the school system.

The Task Force organized its activities around six major concerns:

1) educational credit for work experience;

2) governance issues;

3) career guidance and counseling;

4) program development for special populations;

5) school facilities, personnel and public service employment; and

6) private sector, manpower, and education agencies.

This report describes the results of these project efforts. It is organized according to the six major concerns of the Task Force, and the group's recommendations for

each. Recommendations were made for the federal, state, and local levels.

It is hoped that others will build upon the Task Force efforts, and that dialogue will begin in earnest between the education and manpower communities. Such a dialogue would hopefully yield a consensus of opinion on YEDPA-related issues, policy recommendations for more effective program and service development, and ultimately, cooperation between the education and manpower communities in meeting the employment and training needs of the Nation's youth.

EDUCATIONAL CREDIT FOR WORK EXPERIENCE

ISSUES

Academic credit is currently awarded for out-of-school learning through programs such as cooperative education. However, credit is not necessarily given for comparable work experience through CETA programs. The Youth Employment and Demonstration Projects Act states that academic credit may be awarded for competencies derived from CETA program work experience. According to the Act, this credit "may be awarded, consistent with applicable state law, by educational institutions and agencies."

In considering this issue, members of the Task Force were concerned about the state-of-the-art of awarding credit for work experience per se. In the words of one member, "the criteria for determining which programs qualify for credit tend to be arbitrary and the criteria for measuring what has been learned tend to be inconsistent."1/

Although many programs provide credit for work, the transferability of those program guidelines to CETA programs is questionable. There is also little information available in a central location on existing state standards for awarding credit and the relationship between competency, credit, and program quality. In referring to "competencies," the congressional intent was that basic language and mathematics skills should also be taken into consideration.2/

RECOMMENDATIONS

National and State Roles

It will be necessary to review, at the federal and state levels, the guidelines for those programs which provide credit for work, and to study their transferability for CETA programs. Identification of the relationship between competency, credit and quality, and existing state standards for awarding credit is also a needed activity that should be shared by the federal and state levels. Relevant federal agencies and national associations could also provide technical assistance to states on existing state standards for awarding credit.

State Role

The states could disseminate information from relevant federally-funded programs, and should work with state and local education and manpower agencies to determine statewide guidelines to be used for awarding credit. In some states where different guidelines have been used by different local school districts, the Task Force endorsed the establishment of a statewide standard. To those states that currently award no credit for work experience, the group proposed that federal agencies make information available on state standards. Where statewide standards exist, information should be compiled on how states have assessed the educational value of work experience, focusing on competencies derived in mathematics and English.

The group was also concerned that credit for work experience gained through a CETA program be coordinated with that gained through more traditional educational programs. A CETA student should be aware of the connections between the two systems and how the credits gained through a CETA program could be transferred to other programs at a later date. It was suggested that the state prepare a guide to its postsecondary education opportunities outlining the linkages between the traditional and non-traditional systems.

Local Role

School districts could provide the relevant state agencies with information on their procedures for awarding academic credit and on innovative programs worthy of replication.

The Task Force also considered it essential that secondary and postsecondary institutions cooperatively plan programs that will enable CETA participants to continue their education.

GOVERNANCE

ISSUES

The total 1978 funding level for CETA/YEDA was approximately $1 billion. Schools may provide programs through several parts of the legislation, but 22% of the YETP funds available to CETA prime sponsors must be spent on inschool youth. In 1978, this amounted to at least $88.5 million.

Other titles of the YEDPA legislation which involve the school system are: 1) the Youth Community Conservation and Improvement Projects (YCCIP), funded at $115 million--of which 75% goes to CETA prime sponsors for basic program operations; and 2) the Youth Incentive Entitlement Pilot Project (YIEP), funded at $115 million. In both programs, funds are provided for educational services, i.e., career counseling, academic tutoring, and job supervision. Both programs also emphasize keeping the student in school until a high school diploma is received, or awarding credit for the work experience gained during the program.

Thus, part of the YEDPA funding is earmarked both for in-school youth and also for educational services to out-of-school youth. These provisions raised questions about how YEDPA program decisions are to be made, and who within the education and manpower communities would make them. The Task Force felt there was a need to clarify the roles of the various federal, state, and local agencies and organizations that are participants. Such clarification would promote planned program development to meet both state and local needs, it would help to avoid program duplication, and would encourage greater cooperation between YEDPA programs and existing governance structures. At all levels, the Task Force called for attention to be paid to interagency, intergovernmental and intra-agency relationships.

RECOMMENDATIONS

National Role

It was agreed that the U.S. Department of Health, Education and Welfare and the U.S. Department of Labor should develop a mechanism for shared decision-making that could serve as a model for state and local level coordination. The national associations involved with youth employment and training could complement this effort by identifying exemplary interagency agreements from other areas (such as education for the handicapped), the factors which led to success, dissemination of these models, and by conducting workshops for their constituencies.

State Role

The state education agency could be responsible for coordination among other state level agencies, and between the state and local education agencies. Such state level coordination would generate consortia for CETA-related activities. SEAs could also increase the interest of local school districts in CETA/YEDPA programs, and inform them of their possible roles in those programs. When needed, the state education agencies could also provide technical assistance for developing cooperative agreements and/or collaborative efforts in implementing YEDPA programs.

Local Role

Increased collaboration and shared decision making is also called for at the local level, among schools, manpower agencies and community based organizations (CBOs). Concern that YEDPA programs could potentially create an "education and manpower Tower of Babel," particularly in the area of program development, led the Task Force to suggest that LEAs, prime sponsors, CBOs, and community colleges jointly sign off on the prime sponsor plan, indicating that there was no unplanned duplication. (It was also felt that the Department of Labor should adopt this as a requirement.)

Advisory councils are mandated by both education and labor legislation, posing the possibility of overlapping responsibilities in the youth employment and training area.

This is further complicated by existing state and local governance structures. To eliminate overlaps, CETA prime sponsor agreements should clearly specify the role of each mandated council. Local school district governing boards should be allowed to react and comment on a council's proposals before finalization.

CAREER GUIDANCE AND COUNSELING

ISSUES

The 1978 Employment and Training Report of the President states that one of the factors contributing to the high youth unemployment rate is limited information on career opportunities and the labor market.3/ YEDPA has promoted discussion about the roles of a counselor, and a recognition that different types of counselors are needed to provide a variety of services to different CETA populations.

Thus questions have been raised about counselor qualifications, model counseling programs, and curriculum development on career awareness and career exploration areas. Much can be learned by studying the successful counseling components of existing programs such as cooperative or career education, and the implications for their adoption by YEDPA programs.

RECOMMENDATIONS

National Role

Federal agencies could fund workshops to train education and CETA counselors to use career information, could disseminate guidelines for CETA counselors, provide employment trend data, and identify CETA target groups and the range of services needed for each. National associations could urge that state and local counterparts design counseling services that meet the needs and desires of students. Associations could also publish a bibliography of career information based on relevant education and manpower programs, and design a clearinghouse for this material.

State Role

The Task Force suggested that state and local level activity focus on program needs assessment and training sessions for all counselors. The sessions would familiarize counselors with the needs, requirements, and opportunities within CETA/YEDPA programs. Special attention should be given to these counseling components: education toward employability, career awareness, and career exploration.

It was also considered necessary to periodically offer workshops on outreach mechanisms to establish a referral system for CETA-eligible youth. Participants at these sessions should include representatives from the department of social services, juvenile courts, and community based organizations as well as counselors from the state and local levels.

In the same vein, some state level attention should be given to the array of counselors located throughout the state, the types of counseling that they provide and where they are located. In this way, the functions and effectiveness of counselors could be assessed and related to existing state standards. This might lead to state certification for differing counseling services comparable to the teacher certification process.

Local Role

Local education agencies and prime sponsors could assist these activities by designing and developing training programs for counselors, and demonstration projects for replication. This might include assessing the impact of various counseling services on CETA/YEDPA students in terms of personal development as well as effective placement.

PROGRAM DEVELOPMENT FOR SPECIAL POPULATIONS

ISSUES

The overall thrust of the legislation is to help young people overcome the barriers between school and work or unemployment and work. The legislation also focuses on specific groups of young people in terms of income or employment

needs. The concern of the Task Force, therefore, was whether or not these needs could be met by current staff and the prevailing system. It was the general feeling that some special activities were needed in order to train people to work with special populations and to develop programs that would respond to their needs.

The Task Force focused on three important aspects of program development, beginning with training of teachers and counselors for CETA/YEDPA programs. There is a general need for information on the teacher/counselor role in the programs. To be most effective, this information should be sought and supplied according to the approaches and target groups specified by the legislation.

These specific legislative areas include work in community improvement, training with comprehensive support services for career development, and subsidies for private, for-profit employers.4/ The target groups defined by the legislation are in-school/summer youth, out-of-school youth, and the economically disadvantaged.

Second, the Task Force focused on development of programs that respond to community needs. Program effectiveness relies in part on population identification and in meeting the needs of particular populations. Third, program planning activities need to be coordinated to make maximum use of resources and avoid duplication.

RECOMMENDATIONS

National Role

The federal agencies and national associations need to provide technical assistance and program-relevant information on teacher/counselor roles, services and strategies for CETA/YEDPA target groups, and education and work programs that maximize resources. Examples should be provided of successful models of interaction between teachers/counselors and CETA/YEDPA program students. In order to meet the needs of a particular population, it was proposed that the associations identify successful methods for building referral connections among agencies serving the same populations, such as the social service agency and the juvenile court. Further, services needed by all target groups, irrespective of their particular needs, should also be identified.

State Role

The state level could contribute to efficient use of resources by initiating or extending communication between education agencies and CETA-related agencies on the subject of coordination. This dialogue could later take the form of training activities on program topics. Specifically, staff of local education agencies, community based organizations and other CETA service providers could receive training on methods for identifying target populations and their needs, teacher/counselor roles, and a state-level clearinghouse for school/work programs. The local level could be offered incentives to test a variety of strategies or school services (i.e., individual assessment plan, group assessment plan) to meet the needs of specific populations.

Local Role

Local agencies could assist the national and state organizations in developing program standards, on-going evaluation procedures, and cost-effective approaches to special programs, and in getting the community involved in YEDPA programs.

SCHOOL FACILITIES, PERSONNEL AND PUBLIC SERVICE EMPLOYMENT

ISSUES

Potentially greater involvement of the schools in employment and training programs raises several issues about the traditional role of the school. The community image of the public school may change as schools become more involved in offering training programs.

The community may begin to encourage increased use of school facilities and may consider it the school's responsibility to respond to community needs by offering CETA-related programs. On the other hand, there may be resistance to such a departure from the traditional role of the school.

Awarding credit for work experience may also affect the public's perception of the school. Potential employers may not consider competencies gained by nontraditional means

comparable to a traditional high school diploma. The Task Force raised the issues of possible separate employment standards--hiring practices, salary scales, working conditions, and benefits--for the regular school system and CETA programs.

RECOMMENDATIONS

The Task Force felt that schools should be encouraged to participate in CETA programs as part of their responsibility to the youth in the community, and also endorsed greater utilization of school facilities. The positive effects of school involvement need to be promoted at the national, state and local levels. With regard to the credibility of competencies derived from CETA programs, it was suggested that information on nontraditional routes to achievement be presented and discussed with business associations and other employer networks at the national, state, and local levels.

National Role

Relevant federal agencies could offer regional and state-level workshops, and develop fact sheets, on the legislative and administrative guidelines for CETA/YEDPA. In the area of credit for work experience, federal agencies should maintain a clearinghouse on successful nontraditional programs in this area and provide comparative information to potential employers on competencies gained through traditional and nontraditional routes. Federal agencies could also identify models showing maximum use of school facilities.

State Role

State education agencies need to clarify the guidelines, laws, and regulations which govern personnel decisions for CETA/YEDPA programs and the regular education systems. These agencies could also help to promote a favorable image of local training programs and make information available on the different ways in which credit is awarded.

Local Role

CETA prime sponsors and local education agencies should work together to promote a favorable public image of YEDPA programs. It was felt that it is a local responsibility to determine the extent to which schools could make their facilities available for these programs.

PRIVATE SECTOR, MANPOWER AND EDUCATION AGENCIES

ISSUES

According to the 1978 Employment and Training Report of the President, one reason for high youth unemployment is the failure of many employment and training programs to develop marketable job skills.5/ Another contributing factor is the preference of employers for hiring workers who already have experience and marketable skills. One area addressed by the Task Force, therefore, was that of improving training programs by matching them with present and future occupational needs.

RECOMMENDATIONS

National Role

More extensive use should be made of the National Occupational Information Coordinating Committee (NOICC) and its state counterpart (SOICC). The NOICC could conduct workshops with national associations on the occupational information systems and their use in program planning. This effort would be complemented by NOICC/SOICC workshops at the state level for state and local CETA program operators and service deliverers.

Also, the relevant federal agencies could provide an analysis of training programs that have been particularly successful in identifying skills most transferable to the private sector. The effectiveness of programs could also be increased if the federal government would inform the CETA prime sponsor or the state and local education agencies about potential federal contractual arrangements and staffing requirements.

State and Local Role

Program effectiveness was considered in terms of meeting the needs of the "structurally unemployed," i.e., those who are unemployed due to lack of marketable skills rather than to fluctuations in the economy. Long-range, comprehensive education and manpower plans should be harmonized. This effort would involve state education agencies, the vocational education system, CETA prime sponsors and the State Manpower Services Council. Outreach mechanisms are also important to

effectively identify target populations. This effort would involve community agencies such as youth services bureaus, departments of social services, and juvenile courts.

A key element in YEDPA is the quality of the work site. Higher quality would be promoted by more coordination within the education community and between the education and manpower communities in choosing sites for placement, work experience and career exploration. Instead of each school and CETA prime sponsor contacting local private sector employers individually, it would be better to coordinate these contacts through state and local clearinghouses.

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[3]*1978 Employment and Training Report of the President*, Superintendent of Documents, p. 75.

[4]*A Planning Charter for the Youth Employment and Demonstration Projects Act (YEDPA) of 1977*, Office of Youth Programs, Employment and Training Administration, U.S. Department of Labor, August, 1977.

[5]*1978 Employment and Training Report of the President*, op. cit., p. 77.

APPENDICES

Members of the National Task Force
on Youth Employment Policy

Program Fact Sheet on CETA

Program Fact Sheet on YEDPA

Charts:

Educational Credit for Work Experience
Governance
Career Guidance and Counseling
Program Development for Special Populations
School Facilities, Personnel and Public Service Employment
Private Sector, Manpower and Education Agencies

List of Participants

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Program Fact Sheet

U.S. Department of Labor
Employment and Training Administration
Office of Information

December 1978

CETA: A Thumbnail Sketch by Titles

The Comprehensive Employment and Training Act Amendments of 1978, approved by the President Oct. 27 (PL 95-524), extended public service employment (PSE) and job training and initiated several new program services through FY 1982. FY 1979 operating funds were provided by a continuing resolution approved Oct. 18. Following is a title-by-title summary of the reauthorized CETA.

Title I — Administrative Provisions: General provisions applicable to the act. Authorizes programs through FY 1982 except for three youth programs (Part A of Title IV) and the private sector initiatives (Title VII) which are authorized only through FY 1980.

Directs the Secretary of Labor to establish an Office of Management Assistance to provide prime sponsors with management and technical services to help them improve program administration.

Limits participation: (1) No one can be in any CETA program longer than 2-1/2 years in a five-year period; and (2) No one can be in PSE longer than 78 weeks in a five-year period. There also is a waiver for on-board enrollees at the Secretary's discretion if a prime sponsor is having extreme hardship in placing PSE enrollees in unsubsidized jobs, or if the area has 7% or more unemployment.

PSE wages may not exceed $10,000 per year, adjusted upward by the ratio that local wage rates bear to the national average, but not to exceed 20% of the maximum (no more than $12,000), with some exceptions. Further, average wages in each prime sponsor area may not exceed $7,200, adjusted by the ratio that the local wage bears to the national average.

Title II — Comprehensive Employment and Training Services: Training, education, work experience, upgrading, retraining, and other services (Parts A, B, and C), and counterstructural public service employment (Part D) to prepare jobless persons for unsubsidized employment.

Participants in training programs and services (except upgrading and retraining) must have been economically disadvantaged and either unemployed, underemployed, or in school. Participants in PSE must have been economically disadvantaged and unemployed 15 or more weeks or on welfare. PSE must be entry level and combined with training and supportive services, if available. Supplementation of wages under this title is specifically prohibited.

Authorization: Parts A, B, and C, $2 billion in FY '79, and such sums as may be necessary thereafter; Part D (PSE), $3 billion in FY '79, and such sums as necessary thereafter, but not more than 60% of the entire title for Part D.

Funds Available For FY 1979: Parts A, B, and C, $1,914,100,000; Part D, $2,516,930,000.

Title III — Special Federal Responsibilities: Programs for persons who have a particular disadvantage in the labor market, including Native Americans, migrants and other seasonal farmworkers, the handicapped, women, displaced homemakers, public assistance recipients, and other special target groups.

Authorizes welfare demonstration projects, projects for middle-aged and older workers, and a program for better coordination between prime sponsors and state employment security agencies. Voucher demonstration projects are now mandated.

Authorization: Twenty percent of the total funds for CETA minus Titles II-D and VI.

Funds Available For FY 1979: $371,632,000.

Title IV — Youth Programs: The Job Corps, Summer Youth Programs, and programs enacted in the Youth Employment and Demonstration Projects Act of 1977 (except the Young Adult Conservation Corps which is still Title VIII), namely, Youth Incentive Entitlement Pilot Projects, Youth Community Conservation and Improvement Projects, and Youth Employment and Training Programs. The Job Corps and Summer Youth Program are authorized for 4 years, and the 3 new youth programs for 2.

Authorization: $2.25 billion in FY '79; $2.4 billion in FY '80; open-ended authorization in FY '81 and '82 for Job Corps and the Summer Youth Program.

Funds Available For FY 1979: $1,750,196,000.

Title V — National Commission for Employment Policy: Renames and reconstitutes the National Commission on Manpower Policy. Cabinet participation on the Commission is reduced.

Title VI — Countercyclical Public Service Employment Program: Temporary public service employment opportunities during periods of high unemployment, in sufficient number to employ 20 percent of the unemployed in excess of 4 percent unemployment, and 25 percent of the excess when national unemployment is 7 percent or higher. Participants must be unemployed at least 10 of the last 12 weeks or on welfare, and from a family whose income does not exceed the BLS lower living standard budget.

At least 50 percent of the Title VI funds must be used for the employment of persons in projects. These must be limited to 18 months, but can be extended in some circumstances. Persons not employed in projects must be hired at the entry level. Funds are to be distributed to prime sponsors by formula, which for at least 85% of the title's funds is as follows: 50% based on total unemployment in a sponsor's area, 25% on unemployment over 4.5%, and 25% on unemployment over 6.5%. Of the title's total funds, 2% must be reserved for programs for Native Americans. Remainder: at Secretary's discretion.

Wage supplementation under this title cannot exceed 10% of the total grant to any prime sponsor, except in areas where the average wage is between 125% and 150% of the national average, in which case supplementation may not exceed 20%.

Authorization: Enough funds to support jobs for 20% of the unemployed in excess of 4%; except when the national unemployment rate exceeds 7%, jobs are authorized for 25% of the excess.

Funds Available For FY 1979: $3,474,954,000.

Title VII — Private Sector Opportunities for the Economically Disadvantaged: Authorizes a Private Sector Initiative Program (PSIP) to demonstrate the effectiveness of ways of increasing the involvement of the business community, including minority and small businesses, in employment and training activities supported by CETA, and increase private sector jobs for the economically disadvantaged.

Provides funds for the establishment of private industry councils (a majority of whose members must be from the business community) which shall participate with prime sponsors in developing opportunities for economically disadvantaged persons in the private sector.

Of the funds appropriated under this title, 95% is to be allocated among prime sponsors, taking into account the factors in the formula for parts A, B, and C of Title II. The remainder of the funds shall be used by the Secretary for distribution to prime sponsors who join together to establish a single private industry council, and to Native American entities. Authorized for 2 years.

Authorization: $500 million for FY '79; $525 million for FY '80. FY 1979 Funding:

Title VIII — Young Adult Conservation Corps: Provides employment and experience in various occupational skills to out-of-school young people from all social and economic backgrounds through work on conservation and other projects on federal and non-federal public lands and waters. Participants may be hired for a maximum of 12 months. Operated under agreement by Departments of Labor, Agriculture, and Interior. Authorized for 4 years, through FY 1982.

Authorization: $350 million for FY '79; $400 million for FY '80; open-ended for FY '81 and '82.

Funds Available For FY 1979: $216,900,000.

Timetable for implementation: (1) Provisions throughout the act aimed at preventing fraud and abuse: as soon as possible. (2) Supplementation, maximum federal wage, and eligibility: within 90 days (by January 25, 1979), and (3) All others: by April 1, 1979.

For Further Information: Office of Information, Employment and Training Administration, U. S. Department of Labor, Room 10410, 601 D Street, N. W., Washington, D. C. 20213. (Phone: 202-376-6905).

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GPO 935 999

Program Fact Sheet

U S. Department of Labor
Employment and Training Administration
Office of Information

January 1978

Youth Employment and Demonstration Projects Act

Background: The President signed the Youth Employment and Demonstration Projects Act of 1977 (PL 95-93) on August 5. It authorizes four new programs under the Comprehensive Employment and Training Act (CETA), three of them under a new Part C of Title III, and one under a new Title VIII. The $1 billion in initial funding for the four programs was provided by the Economic Stimulus Appropriations Act (PL 95-29), approved May 13, in anticipation of the youth legislation. An important purpose of these programs is to provide a basis of knowledge and experience so results can be studied and improvements made before a nationwide youth employment policy is established.

All of the new youth programs plus Job Corps and the Summer Program for Economically Disadvantaged Youth are administered by ETA's newly established Office of Youth Programs. Young people seeking to apply for any of these programs should be referred to the nearest Job Service office (state employment service) or CETA prime sponsor. Following are program summaries:

Youth Incentive Entitlement Pilot Projects

Short Name: Entitlement Projects (YIEPP)

Authority: CETA Title III, Part C, Subpart 1

Objective: To help economically disadvantaged youth complete high school as a foundation for career success.

Eligible: Youth, 16 through 19, from families that are economically disadvantaged, as defined by the Office of Management and Budget's poverty income guidelines, residing within the designated entitlement area, who are in school or willing to return to school.

Capacity: About 20,000 jobs will be provided during an 18-month period.

Funding: $115 million.

Duration: Funded for 18 months, January 1, 1978 through June 30, 1979.

Design: Every eligible youth in a selected geographic area is guaranteed a year-round job if he or she agrees to return to or remain in high school. Jobs are for up to an average of 20 hours a week during the school year and for up to 40 hours during the summer. Participants may be given career counseling, academic tutoring, and other services.

Operation: Projects covering areas with 3,500 - 12,000 eligible youth are operated by 7 CETA prime sponsors. Smaller projects with up to 1,500 eligible youth are operated by 10 sponsors. Projects are scheduled to operate from January 1978 through June 1979.

Youth Community Conservation and Improvement Projects

Short Name: Community Improvement Program (YCCIP)

Authority: CETA Title III, Part C, Subpart 2

Objective: To develop the vocational potential of jobless youth through well-supervised work of tangible benefit to the community.

Eligible: Youth, 16 through 19, who are unemployed, with preference given to out-of-school youth with the severest problems in finding employment.

Capacity: About 22,000 year-round openings.

Funding: $115 million, of which $86.25 million, or 75 percent, goes to CETA prime sponsors for basic program operations. Of the remainder, two percent is for Native American youth, two percent for migrant and seasonal farmworker youth, and 21 percent for the Secretary's discretionary use.

Duration: Funded for no more than 12 months. Most projects are expected to operate between January 1, 1978 and September 30, 1978.

Design: Youth are employed on community-planned projects lasting up to one year and producing tangible benefits for the community. Supervision is by skilled tradesmen who are good instructors and sensitive to the needs of youth. To make sure youth get individual attention, no more than 12 are assigned to each supervisor. Community-based organizations such as YMCAs, the Red Cross, and other private non-profit agencies organize projects. Youth advisory councils and prime sponsor planning councils consult in project design. Labor organizations consult on wage rates and possible worker displacement. Schools are asked to grant credit for experience, thus encouraging youth to return to school and complete their education.

Operation: Of funds available, 75 percent is allocated among the states based on the number of unemployed. Each state's share is apportioned among its prime sponsors on the same basis. Sponsors select projects in their area competitively. Sponsors may use up to five percent for administration, leaving 95 percent for the projects, of which at least 65 percent must be used for participant wages and fringe benefits, no more than 10 percent for project administrative costs, and the remainder for equipment, supplies, and supervisor's wages.

Youth Employment and Training Programs

Short Name: Youth Employment and Training (YETP)

Authority: CETA Title III, Part C, Subpart 3

Objective: To enhance job prospects and career preparation of low-income youth who have the severest problems in entering the labor market.

Eligible: Youth, 14 through 21, in families with income at or below 85 percent of the Bureau of Labor Statistics lower living standard income level, with preferennce going to economically disadvantaged youth with severest problems in finding employment.

Capacity: About 150,000 year-round openings.

Funding: Seventy-five percent of YETP funds, or $402.5 million, is currently available by formula to CETA prime sponsors of which at least $88.5 million, or 22 percent, must be for in-school projects. Five percent of funds are used for grants to states, two percent for Native American youth, and two percent for migrant and seasonal farmworker youth. The remaining $69.8 million, or 16 percent, is for the Secretary's discretionary use.

Duration: Most projects are expected to operate between January 1, 1978 and September 30, 1978.

Design: YETP authorizes the same kinds of activities for youth as are allowed under Title I of CETA with the exception of public service employment. The intent of the program is to improve the quality and coordination of such services. Annual plans, prime sponsor planning councils, and newly formed youth councils are tools for achieving this. Gaining practical experience on a job is an essential part of the training, and related education is provided through close liaison with local educational agencies. Participants are paid a wage or training allowance depending on whether they spend most of their time on the job or in training. Wherever possible, job information, job counseling, and placement services are provided. Of funds available up to 10 percent may be used for programs that include youth of all economic backgrounds, as a test of whether the disadvantaged benefit from being in "untargeted" programs. At least 22 percent of each prime sponsor's funds must be used for in-school-youth programs carried out with local educational agencies. Arrangements may be flexible, and the educational agencies may contract with junior colleges, post-secondary schools, and other community agencies serving low-income or in-school youth. School-based counselors advise YETP in-school participants as to the relevance of their career and educational programs. Labor organizations counsel on wage rates and possible displacement of regular workers. Community organizations have an activist role in the planning and delivering of services.

Operation: All CETA prime sponsors are eligible for a share of the funds, calculated by a formula based on the extent of unemployment and numbers of low-income individuals in their area. ETA's regional administrators send application forms to sponsors, review them, and approve those that meet the requirements.

Young Adult Conservation Corps

Short Name: Young Adult Conservation Corps (YACC)

Authority: CETA Title VIII.

Objective: To give young people experience in various occupational skills through productive work on conservation and other projects on federal and non-federal lands and waters.

Eligible: Youth, 16 through 23, from all economic and racial backgrounds who are legal residents of the U. S., unemployed, out of school, and capable of working. Those under 18 must not have left school to join YACC. No one is eligible for enrollment solely between normal school terms.

Capacity: About 25,500 openings during FY 1978.

Funding: $233.3 million, of which 30 percent is for state conservation programs providing about 6,600 openings (see "Operation" below).

Duration: Authorized for three years, FY 1977 through 1979. Funded for FY 1978. Participants may be hired for a maximum of 12 months. First jobs began in late October 1977.

Design: YACC is operated under a tripartite agreement between the Department of Labor (DOL), Agriculture (USDA), and Interior (USDI). Enrollees are involved in all types of conservation work: preservation, management, and improvement of vegetation and wildlife; development, rehabilitation, and maintenance of recreational facilities; prevention and control of insects and disease; and natural disaster damage control and cleanup. They also do clerical and other work to support conservation efforts. Enrollees are generally paid at least the federal minimum wage. Higher rates will be paid those assigned more responsibility, such as leading a work crew. Where necessary, enrollees may use payroll deduction to pay their transportation to residential camp sites. Residential enrollees will be charged for food and lodging. State Job Services may assist youth to find other employment when they leave. YACC has nonresidential projects to which enrollees commute daily and are given work assignments, and residential camps that provide food, lodging, and supportive services seven days a week, 24 hours a day, and from which work projects are assigned. During FY 1978 most openings will be nonresidential, but some residential camps will be activated. Residential camps will vary in capacity up to 250 youth, who will be assigned as near to their homes as practicable, without regard to State boundaries.

Operation: State Job Service offices recruit, process applications, and refer candidates to USDA and USDI for selection as enrollees. CETA prime sponsors and other youth-serving organizations assist in recruiting and refer candidates to Job Service offices for processing of applications. Camp or project directors select enrollees from the youth referred by the Job Service (with preference for those from areas of substantial unemployment) giving them the date, time, and place to report for work. Those selected are required to take a physical examination. Parental consent is required for minors.

State Grant Program: The USDA and USDI jointly administer the State grant program. Funds are for State and local conservation projects to preserve and maintain non-Federal public lands, and are allocated to the States on the basis of their youth population. Each governor has a designated YACC program agent or coordinator. The grant programs are fully funded; however, states may supplement the programs with additional supportive services.

For Further Information -- Office of Information, Employment and Training Administration, U. S. Department of Labor, Room 10410, 601 D Street, N. W., Washington, D. C. 20213, telephone: (202) 376-6905. Or the department's 10 regional offices -- Boston, New York, Philadelphia, Atlanta, Chicago, Dallas, Kansas City, Denver, San Francisco, and Seattle (telephone directory has address and number).

GPO 926 779

NATIONAL TASK FORCE ON YOUTH EMPLOYMENT POLICY

EDUCATIONAL CREDIT FOR WORK EXPERIENCE: Problem Statements and Suggested Responses Outlined by Members of Task Force--at Federal, National Association, State and Local Agency Levels.

	Suggested Responses			
Problem Statements	Federal	National	State	Local
1a The Relationship between competency, credit and quality needs to be discussed. 1b There is a question about whether a diploma will be earned as a result of the credits. 1c Little information has been compiled on the different states' assessment of academic or educational value of work experience for purposes of awarding credit (e.g., fulfillment of state standards vis a vis math, English, etc.) 1d K-12 and post secondary education institutions react differently to idea of educational credit for work experience.	HEW could work with DOL and National Associations identifying the relationship between competency, credit and quality and generating concern on the state level (State Dept. of Education, Board of Education). HEW/DOL/National Associations could provide technical assistance to states on existing state standards for awarding credit.		Relevant state agencies and organizations could study the feasibility of establishing state standards for awarding credit for work experience where this does not presently exist. SEAs and CETA prime sponsors could examine regulations, guidelines, legislation affecting awarding credit within their own state. SEAs and CETA prime sponsors could examine documents such as New York's Guide to Academic Credit for Work Experience and be familiar with information from Coop and DECA programs. Promote cooperative planning between secondary and postsecondary institutions to develop articulated programs that CETA participants can use to continue their education. Communication could be encouraged among CETA prime sponsors, public schools, post secondary institutions and appropriate state agency.	Provide information to relevant state office on how they award credit for work experience and development of innovative programs.
	Federal--state--local network could be set up, with emphasis on dissemination of what works through the state-level.			

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NATIONAL TASK FORCE ON YOUTH EMPLOYMENT POLICY

GOVERNANCE: Problem Statements and Suggested Responses Outlined by Members of Task Force--at National Association, Federal, State and Local Agency Levels

	Suggested Responses			
Problem Statements	Federal	National	State	Local
1a Need to establish inter-agency relationships within levels of government which effectively sort out who does what, e.g., at the local level--the local school district and the prime sponsor; at the state level--the dept. of education and the dept. of labor; at the federal level--HEW and DOL. 1b Establishing inter-governmental relationship between levels of government which effectively sort out who does what, e.g., federal/state/local responsibilities and what is the appropriate way to deal with the pass-through/by-pass issues? 1c Resolving intra-agency disputes and problems at all levels, e.g., HEW is getting its house in order--USOE/ASE/NIE; SEA is getting its house in order--Vocational Education, Career Education, General Education, etc.; local district and teachers, counselors, unions, etc.	DOL and HEW need to implement their interagency agreement. Develop a mechanism which will encourage and facilitate shared decision making at the state and local levels. Need to establish some kind of overall coordinating mechanism to provide technical assistance.	The Manpower and education community need to share perceptions and develop joint solutions. Disseminate examples of successful interagency models. Share examples of interagency agreements and cooperation that work, how they were negotiated, etc. Encourage state boards and chiefs to exert more leadership in this area--even if no authority. Encourage school and manpower communities to work together, talk together, and to cooperate.	Increase the awareness of the education community about YEDPA. Develop consortia efforts at the state level. Develop technical assistance capability to assist LEA's, Manpower, CBO's in developing cooperative agreements and collaboration. Site successful collaboration models--from field visits and experience.	Provide shared power to the schools, manpower agencies and CBO's so they are forced to collaborate.
2. Duplication of programs could occur given the variety of service deliverers.	Establish in the law a requirement that LEA's, prime sponsors, CBO's, community colleges, Vocational Technical schools, business, and industry jointly sign off on prime sponsor plan regarding no unplanned duplication--specify the appropriate oversight unit.		Assist in identifying ongoing training programs.	Joint sign off on prime sponsor proposal of "no unplanned duplication." Build into the prime sponsor plan for stronger evaluation components.

NATIONAL TASK FORCE ON YOUTH EMPLOYMENT POLICY

GOVERNANCE (cont.)

Problem Statements	Suggested Responses: Federal	National	State	Local
3. Potential overlap of responsibilities for councils required by YEDPA and existing governance structures.	Establish a requirement that a local school district governing board must be allowed to react and comment upon a council's proposals before the council finalizes a proposal		Develop technical assistance capability to assist local councils to understand their role.	Prime sponsor agreements should clearly specify the role each council will play, eliminating needless overlaps.

NATIONAL TASK FORCE ON YOUTH EMPLOYMENT POLICY

CAREER GUIDANCE AND COUNSELING: Problem Statements and Suggested Responses Outlined by Members of Task force--at Federal, National Association, State and Local Agency Levels.

Problem Statements	Suggested Responses: Federal	National	State	Local
1a Funding Source	Number of counselors allocated for a project is based on formula by funding source			——————→
1b Who will supervise the counselors and where locate counselors?				Supervised by experienced manpower-type person. Locate in Job Placement/Job Development office
1c What qualifications should be required for counselors?	Require Manpower training.		Legal requirements should be written into law.	LEA establish policy
1d "Model" counseling programs.	DOL coordinate adoption of guidelines to include model programs.	Inform local levels of problems.	Provide technical assistance and a mechanism for dissemination.	Design, develop and implement a demonstration program for replication.
1e Re-orient counselors toward services desired by students.		APGA urge state/local association to design and implement educational counseling to reflect service desired by students.	Implement training program for counselors to include services desired by students.	Design, develop and implement training program for counselors to include services desired by students.
2 Development of appropriate curriculum to provide information on career awareness, career exploration and career preparation and to provide counseling services which will assist job placement. Evaluate impact of these services on participants.		Participate in a needs assessment. Publish bibliography of existing materials (e.g., career information component in career education, cooperative ed., vocational ed. programs.) Design a network for clearing house on career information. Compile evaluations from demonstration models and provide workshops in this area.	Conduct a needs assessment. Conduct workshops on statewide level for curriculum development including educators, specialists in human development and employment services.	Conduct a needs assessment. Develop a bibliography of existing materials and design dissemination process in relevant local agencies. Assess impact of various counseling services on students in terms of effective placement and/or personal development.

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NATIONAL TASK FORCE ON YOUTH EMPLOYMENT POLICY

Career Guidance and Counseling (cont.)

Problem Statements	Suggested Responses: Federal	National	State	Local
3 Training of counselors to use career information.	Provide funding for workshops. Provide guidelines and a process for monitoring (i.e., Title IX guidelines and a system for compliance.	Conduct National Conferences for training counselors in area of use of career information. Prepare a monograph on "how-to-use career information." Provide relevant findings for application to program planners and policy makers.	Conduct statewide workshops using expertise available in specialists in education, human development and employment services.	Conduct staff development programs (LEAs and OHDs). Provide career education centers (materials resource center) of publications, legislation, curricula and educational models. Conduct summer institutes taught by experienced practitioners.
4 Delineate types of counselors to be involved in CETA programs.	Stipulate CETA counselors' functions. Disseminate guidelines for CETA counselors.	Provide requirements for CETA counselors.	Design plan of certification. Conduct workshops for CETA counselors. Encourage linkages with agencies.	Determine policy for certification and employment. Identify counselors for CETA programs. Develop linkages with LEA and ES counseling services. Conduct needs assessment as to services needed by students.
5 Focus function of CETA counselor on education toward employability.	Provide data on employment trends through DOL network. Include education requirements for CETA participants in guidelines for projects.	Provide data on employment trends.	Post-secondary institutions develop in-service programs/workshops. Provide technical assistance to CETA counselors on education toward employability.	Conduct seminars to include DOL, LEA and OHD personnel. Provide information on employment to counselors.
6 Delineate range of services needed.	Identify target group and range of services needed for each (i.e., in-school, out-of-school, teenage parents, etc.) Develop collaborative efforts between career education, CETA/YEDPA occupational information.	Conduct a needs assessment for services for target population. Provide career and occupational information to demonstration sites.	Identify target population. Conduct workshops. Develop linkages with organizations (LEAs, CBOs, OHD, ES). Disseminate information on services available. Conduct workshops to outline services considered necessary for different populations.	Identify target population. Pilot a demonstration model. Match services as needed and develop appropriate delivery systems.

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PROGRAM DEVELOPMENT/SPECIAL POPULATIONS: Problem Statements and Suggested Responses Outlined by Members of Task Force--at Federal, National Association, State and Local Agency Levels.

Problem Statements	Suggested Responses			
	Federal	National	State	Local
1 What are areas of difficulty e.g., training of teachers and and counselors that the education community faces in developing CETA/YEDPA programs.	DOL/HEW need to provide technical assistance and disseminate materials to familiarize teacher/counselors in their roles in implementing CETA/YEDPA programs, e.g., employability issues, career awareness, coping skills and attitudes, role of basic skills, etc. Assess gaps of expertise to implement the programs.	Disseminate information and training approaches in teacher/counselor roles. Assist teachers/ counselors in learning new skills for new populations. Develop collaborative efforts within education community to assess the effectiveness of current programs to certify counselors/teachers. Assist organizations to develop in-service training programs.	Provide training programs for LEAs, CBOs and other CETA service deliverers participating or potentially involved in CETA/YEDPA. Develop state clearinghouse for distributing information on school/work programs, e.g., work-study, work experience, EBCE etc.	Assist in developing program standards. Develop on-going evaluation. Develop innovative ways to establish linkages with national & state exemplary programs.
2 School-work programs should respond to the needs of the target groups and develop programs which are most effective in responding to those needs.	Provide information on variety of target groups to be served (and services to be provided) as specified in the legislation. Also information on strategies which have been utilized with those groups. DOL/HEW coordinate activities related to occupational information systems (Education Information Centers, NOICC, SOICC, CIS).	Compile successful or promising programs for different populations. Disseminate strategies on sharing resources in different programs for different populations.	Develop outreach mechanism to identify populations & specific needs and develop linkages with other agencies serving same populations. Identify some services which are needed basic to all populations served.	Establish or improve MIS approaches. Develop cost effective approaches to special programs. Develop method to involve community in developing strategies and programs.
3 Avoid duplication and maximize utilization of resources.	Disseminate information on all relevant programs in education and work to CETA prime sponsors. Describe models which incorporate major education programs to maximize resources.	Initiate dialogue to promote integration or coordination of relevant programs. Develop policy statements for constituents on maximizing utilization of resources.	Conduct training effort that will initiate dialogue on coordinative efforts between education/CETA.	Test variety of strategies to integrate school services e.g., individual assessment plan, group assessment plan. Coordinate option to give student choice.

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NATIONAL TASK FORCE ON YOUTH EMPLOYMENT POLICY

SCHOOL FACILITIES, PERSONNEL AND PUBLIC SERVICE EMPLOYMENT: Problem Statements and Suggested Responses Outlined by Members of Task Force--at Federal, National Association, State and Local Agency Levels.

Problem Statement	Suggested Responses: Federal	National	State	Local
1. Legislative & administrative requirements of CETA/YEDPA are not well understood by personnel potentially involved with in-school programs at the local level.	DOL or HEW develop & make available to SEAs and LEAs fact sheets reflecting the duties, required actions, etc. of school personnel re: CETA/YEDPA. DOL/HEW conduct regional workshops for state level personnel.		SEA conduct local workshops for school personnel.	Send to DOL or local prime sponsor for Youth Package.
2. CETA/YEDPA places emphasis on non-traditional routes to achieve educational credit. Procedures for the evaluation of student's success in achieving competencies by non-traditional means are not well developed.	DOL/HEW serve as or identify a clearing house to review/comment on/distribute information on successful non-traditional programs.		SEA publish/distribute guide to laws and regulations concerning academic credit by non-traditional means. SEA coordinate sharing of successful efforts both within state & to national clearing house.	Develop program models to be shared with other LEAs & to be reviewed by SEAs for compliance with state guidelines where applicable.
3. CETA/YEDPA programs could lead to a separate system of employment standards, e.g., hiring, firing, salary, benefits, working conditions, etc., which would parallel but differ from that in existence in the schools.	DOL/HEW develop fact sheet re: employment standards for CETA/YEDPA personnel.		SEA review/revise as possible personnel guidelines/laws/regulations to insure broadest range of options for CETA/YEDPA programs.	
4. Potential employees may or may not consider competencies gained by non-traditional means and/or the awarding of GED certificates to be comparable to a H.S. diploma obtained by traditional means.	Present information to businessmen/associations to help them understand the meanings of non-traditional routes to achievement - DOL/HEW, National Associations, SESA, SEA, LEA, Unions, etc. DOL interact with SESAs to encourage contact with education community to get info. which would help employees make decisions on non-traditional programs.	National Association of State Boards of Education - June, 1978		

SCHOOL FACILITIES (cont.)

Problem Statement	Suggested Responses: Federal	National	State	Local
5. CETA/YEDPA provides the opportunity to maximize the utilization of school facilities.	DOL/HEW provide information on model programs showing maximum use of facilities.	Natl. Assns. in education could provide information and encourage members to make facilities available for CETA/YEDPA.	State education associations could provide information & encourage members to make facilities available for CETA/YEDPA.	Determine what uses can and should be made of school facilities.
6. Housing CETA/YEDPA programs in school buildings may alter the public's perception of the school's role and/or the school's effectiveness in fulfilling its traditional role.		Natl. Assns. take action to improve image of school-based CETA/YEDPA programs while helping members to forsee & overcome any negative images.	State Associations same as national.	LEA & Prime Sponsor come to agreement about steps to be taken to insure a favorable public image for CETA/YEDPA.
7. The Federal government's planning and budgetary cycle and reporting procedures do not coincide with those of the schools.	Attempt to arrive at more uniform reporting and other requirements across levels and program areas.	Natl. Assns. collect & distribute methods of complying with the regulations which CETA prime sponsors/LEAs have found make the requirements less burdensome.		

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NATIONAL TASK FORCE ON YOUTH EMPLOYMENT POLICY

PRIVATE SECTOR, EDUCATION AND MANPOWER AGENCIES: Problem Statements and Suggested Responses Outlined by Members of Task force--at Federal, National Association, State and Local Agency Levels.

Problem Statement	Suggested Responses			
	Federal	National	State	Local
1 Need to increase effectiveness of training programs by matching with present and future employment opportunities.	NOICC conduct workshops with National Associations to disseminate information on Occupational Information Systems and their use in planning programs. DOL/HEW need to analyze the success rates of various training programs to determine which skills are most transferable to the private sector. Federal government should inform state or local areas (employment agencies, SEAs, LEAs) on staffing requirements for any potential federal contractual arrangements or obligations in that area.		NOICC/SOICC conduct workshops on information systems for state and local program operators (e.g., CETA prime sponsors, service deliverers). Need for coordination between CETA prime sponsors, SEAs, LEAs, state economic development administration on state occupational trends.	CETA/LEA should determine most effective local service deliverer for such programs.
2a Doubt that programs are serving the eligible population and structurally unemployed.	Tighten up eligibility criteria.		Bring CETA prime sponsors together to develop long term comprehensive plan on statewide level. Harmonize long-range comprehensive plans in the education and manpower areas (e.g., SEAs, Vocational Education, CETA prime sponsors, Manpower Services Council). Develop outreach mechanisms with community agencies (e.g., Dept. of Social Services, Juvenile Courts, etc.) to identify target populations.	
2b Possible duplication of functions to advisory councils at state and local levels.	DOL/HEW develop memorandum of agreement which would outline coordinative activities of the councils at the state and local levels.		Through the state plan, determine the specific roles of the mandated advisory councils as well as councils of similar nature (e.g., Work-Education Councils).	

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NATIONAL TASK FORCE ON YOUTH EMPLOYMENT POLICY

Private Sector, Education and Manpower Agencies (cont.)

Problem Statement	Suggested Responses: Federal	National	State	Local
3 Needed collaboration within education community and between education/manpower communities in working with private-non-profit and private sectors vis a vis worksites and placement.	HEW would encourage coordination of work experience, career exploration, etc. sites and placement activities within like programs. Determine the viability of youth-	Identify the types of experiential learning to be gained from two sectors. Identify effective models of collaboration with the private sector. initiated enterprises and disseminate information on present activities.	Develop state and local clearinghouses on worksites and placement slots in the private and private non-profit sectors for education and manpower agencies.	Build effective communication between student and worksite through counselor.
4a There is no apparent continuity when students are moved from one program to another.	Tighten regulations which would allow transition from one program to another only where justified--e.g., career ladder mobility or periods of high unemployment.			Place stronger emphasis on career guidance and placement activities. Develop training and work experience for occupation clusters.
4b Need for examples of successful local interaction and model youth programs.	Organize and disseminate information for specific target populations or types of services.	Organize workshops/seminars for present or potential service deliverers to upgrade or initiate CETA/YEDPA programs.		Identify exemplary nature of programs/local interaction and applicability to different populations or service deliverers.
4c Teacher attitudes could prepare students to be drop-outs.			SEA/LEA/CETA prime sponsors conduct in-service training programs for teachers.	